

McBee Elementary
P.O.Box 368 Maple Avenue
McBee, SC 29101

Grades	K-6 Elementary School	
Enrollment	378 Students	
Principal	David Nutt	843-335-8347
Superintendent	John E. Williams, Jr., Ph.D.	843-623-2175
Board Chair	Jerry D. Holley	843-334-8420

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	57	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Below Average	Yes

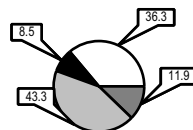
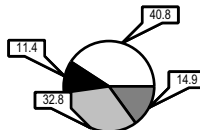
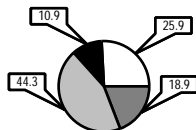
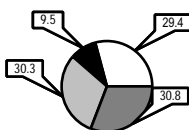
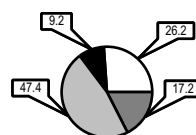
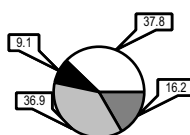
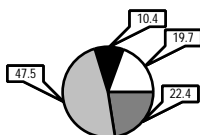
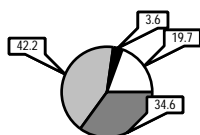
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	212	100.0	29.4	30.3	30.8	9.5	48.3	Yes	Yes
Gender									
Male	101	100.0	36.8	30.5	28.4	4.2	36.8		
Female	111	100.0	22.6	30.2	33.0	14.2	58.5		
Racial/Ethnic Group									
White	141	100.0	21.6	31.3	34.3	12.7	55.2	Yes	Yes
African American	56	100.0	42.3	30.8	26.9	0.0	34.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	100.0	53.3	20.0	13.3	13.3	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	100.0	21.3	33.7	34.3	10.7	53.9		
Disabled	23	100.0	91.3	4.3	4.3	0.0	4.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	212	100.0	29.4	30.3	30.8	9.5	48.3		
English Proficiency									
Limited English Proficient	11	100.0	63.6	18.2	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	201	100.0	27.4	31.1	31.6	10.0	50.0		
Socio-Economic Status									
Subsidized meals	133	100.0	42.3	33.3	20.3	4.1	31.7	Yes	Yes
Full-pay meals	79	100.0	9.0	25.6	47.4	17.9	74.4		

Mathematics – State Performance Objective = 36.7%									
All Students	212	100.0	25.9	44.3	18.9	10.9	45.8	Yes	Yes
Gender									
Male	101	100.0	28.4	44.2	20.0	7.4	40.0		
Female	111	100.0	23.6	44.3	17.9	14.2	50.9		
Racial/Ethnic Group									
White	141	100.0	21.6	38.8	23.9	15.7	54.5	Yes	Yes
African American	56	100.0	32.7	57.7	9.6	0.0	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	15	100.0	40.0	46.7	6.7	6.7	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	100.0	19.1	47.2	21.3	12.4	51.1		
Disabled	23	100.0	78.3	21.7	0.0	0.0	4.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	212	100.0	25.9	44.3	18.9	10.9	45.8		
English Proficiency									
Limited English Proficient	11	100.0	54.5	45.5	0.0	0.0	18.2	I/S	I/S
Non-Limited English Proficient	201	100.0	24.2	44.2	20.0	11.6	47.4		
Socio-Economic Status									
Subsidized meals	133	100.0	35.0	46.3	15.4	3.3	31.7	Yes	Yes
Full-pay meals	79	100.0	11.5	41.0	24.4	23.1	67.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	212	100.0	40.8	32.8	14.9	11.4	26.4
Gender							
Male	101	100.0	37.9	37.9	14.7	9.5	24.2
Female	111	100.0	43.4	28.3	15.1	13.2	28.3
Racial/Ethnic Group							
White	141	100.0	29.9	35.8	17.2	17.2	34.3
African American	56	100.0	63.5	28.8	7.7	0.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	15	100.0	60.0	20.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	100.0	36.0	34.3	16.9	12.9	29.8
Disabled	23	100.0	78.3	21.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	100.0	40.8	32.8	14.9	11.4	26.4
English Proficiency							
Limited English Proficient	11	100.0	72.7	27.3	0.0	0.0	0.0
Non-Limited English Proficient	201	100.0	38.9	33.2	15.8	12.1	27.9
Socio-Economic Status							
Subsidized meals	133	100.0	55.3	29.3	13.0	2.4	15.4
Full-pay meals	79	100.0	17.9	38.5	17.9	25.6	43.6

Social Studies							
All Students	212	100.0	36.3	43.3	11.9	8.5	20.4
Gender							
Male	101	100.0	43.2	40.0	8.4	8.4	16.8
Female	111	100.0	30.2	46.2	15.1	8.5	23.6
Racial/Ethnic Group							
White	141	100.0	32.1	44.8	10.4	12.7	23.1
African American	56	100.0	40.4	48.1	11.5	0.0	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	15	100.0	60.0	13.3	26.7	0.0	26.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	189	100.0	29.8	47.2	13.5	9.6	23.0
Disabled	23	100.0	87.0	13.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	212	100.0	36.3	43.3	11.9	8.5	20.4
English Proficiency							
Limited English Proficient	11	100.0	72.7	18.2	9.1	0.0	9.1
Non-Limited English Proficient	201	100.0	34.2	44.7	12.1	8.9	21.1
Socio-Economic Status							
Subsidized meals	133	100.0	50.4	37.4	11.4	0.8	12.2
Full-pay meals	79	100.0	14.1	52.6	12.8	20.5	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	44	100.0	16.7	26.2	33.3	23.8	57.1
	4	57	100.0	19.6	41.1	37.5	1.8	39.3
	5	64	98.4	38.1	44.4	17.5	N/A	17.5
	6	53	100.0	29.4	47.1	17.6	5.9	23.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	13.2	7.9	57.9	21.1	78.9
	4	45	100.0	30.2	27.9	34.9	7.0	41.9
	5	62	100.0	30.4	39.3	28.6	1.8	30.4
	6	64	100.0	35.5	38.7	14.5	11.3	25.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	44	100.0	19.0	52.4	19.0	9.5	28.6
	4	57	100.0	25.0	46.4	17.9	10.7	28.6
	5	64	100.0	34.4	46.9	14.1	4.7	18.8
	6	53	100.0	9.8	45.1	23.5	21.6	45.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	23.7	63.2	7.9	5.3	13.2
	4	45	100.0	25.6	34.9	32.6	7.0	39.5
	5	62	100.0	23.2	51.8	12.5	12.5	25.0
	6	64	100.0	29.0	32.3	22.6	16.1	38.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	34.2	47.4	13.2	5.3	18.4
	4	45	100.0	27.9	34.9	18.6	18.6	37.2
	5	62	100.0	39.3	30.4	16.1	14.3	30.4
	6	64	100.0	53.2	25.8	12.9	8.1	21.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	10.5	57.9	21.1	10.5	31.6
	4	45	100.0	30.2	41.9	20.9	7.0	27.9
	5	62	100.0	33.9	51.8	7.1	7.1	14.3
	6	64	100.0	56.5	29.0	4.8	9.7	14.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 378)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Down from 5.3%	3.3%	3.0%
Attendance rate	96.3%	Up from 95.3%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Up from 4.2%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Up from 3.7%	3.7%	3.2%
Eligible for gifted and talented	13.4%	Up from 12.1%	12.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Up from 7.3%	9.2%	8.2%
Older than usual for grade	2.1%	Down from 3.0%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Down from 64.0%	53.3%	52.6%
Continuing contract teachers	96.0%	No change	86.1%	83.3%
Highly qualified teachers	100.0%	No change	94.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	100.0%	Up from 97.1%	87.7%	87.0%
Teacher attendance rate	93.3%	Up from 92.5%	95.0%	95.0%
Average teacher salary	\$42,031	Up 4.8%	\$41,690	\$41,703
Prof. development days/teacher	20.2 days	Up from 15.2 days	13.6 days	12.8 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	No change	18.6 to 1	18.8 to 1
Prime instructional time	86.3%	Up from 85.5%	89.2%	89.8%
Dollars spent per pupil*	\$5,515	Up 4.1%	\$6,061	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 66.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	98.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2004-2005 has marked much change and many accomplishments at McBee Elementary School. Ask any student, teacher, or faculty member and he or she will tell you McBee Elementary School is where Learners Today become Leaders Tomorrow!

Growing numbers of students are being recognized for their outstanding work and leadership throughout the district, state, and nation. We have had students represent our school in writing contests, science fairs, spelling bees, and other various competitions. Our school had many district winners including the District Spelling Bee winner, the District Lt. Governor's Writing Award winner, two students in the Young Writer's Contest, and one winning the Superintendent's Art Award. Regionally we have had winners in the 4-H Clemson Extension Fire Essay Contest, students published in poetry anthologies, as well as a regional science fair winner. Our Jr. Beta Club participated in the state Jr. Beta Club Convention and came away with state honors in photography, spelling, and speech. They will be competing in the National Competition in June 2005.

Our teachers and staff members have been very busy participating in school, district, and statewide professional development activities. This year we added a Literacy Coach to our staff to assist in our literacy efforts. Math teachers participated in a pilot program and other professional opportunities aimed at improving math instruction in the classroom. Four of our teachers completed the National Board Certification process. Each teacher has completed a Constructive Discipline Course to help develop a school-wide behavior system we hope to have in place by the beginning of the 2005-2006 school year.

Perhaps our greatest accomplishment came with the implementation of Breakfast in the Classroom. The cafeteria staff, teachers, and students have come together as a team to ensure that each student is provided with a free, healthy breakfast every morning. The concept of having breakfast in the classroom has added to our goal to improve the learning environment by strengthening our school community.

Our school community has come together to help in many ways. Our PTA continues to raise funds to build an outdoor shelter for teacher and student use. They, as well as the student council, helped initiate a school beautification project aimed at improving our school not only on the outside but the inside. PTA also helped provide student and teacher incentives as well as classroom materials and supplies. Our number of volunteer hours soared this year with a total of 7,414 hours spent helping our school community. We certainly couldn't do it without the support of our parents and community members!

Candace Hoffman, Principal
Marsha Whittington, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	57	26
Percent satisfied with learning environment	72.0%	64.9%	76.9%
Percent satisfied with social and physical environment	72.0%	68.4%	68.0%
Percent satisfied with school-home relations	44.0%	89.5%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.